

Kansas Association of Teachers of English (KATE)

Your Name * Krystal Iseminger

School or Organization * Wichita State University

Position/Grade Level/Subject Area * First-Year Composition Instructor/Graduate Student

Presentation Title: Workshopping 101: Practical Application of a College Workshop Model for Secondary Education

Presentation's intended audience *

Please check all that might apply

- Elementary (K-5)
- Middle (6-8)
- High (9-12)
- Post-Secondary
- Administration
- Other:

Presentation's Area of Focus or Specialty *

Please check all that might apply

- Writing skills
- Reading skills
- Literary interpretation/analysis
- Research/Inquiry
- Speaking/Listening
- New teachers
- Multicultural literature/experience
- LGBTQ
- Interdisciplinary
- Technology
- Other:

Full Description/Explanation of Expected Presentation Content *

The transition to college from secondary school presents students with a variety of challenges, but it presents equally challenging opportunities for transitioning teachers. One of the most interesting opportunities is the facilitation of several workshop weeks throughout the semester which follow a model I have never implemented before. Dividing each workshop day into three 20-minute sessions allows us as a whole class to examine three students' papers in depth. As a first year teacher transitioning from high school freshmen to college freshmen I see my struggles to adapt to this whole class workshop model mirrored in my students' fear of a process which challenges them to be extremely honest readers, writers, and thinkers as well as conscientious speakers and listeners. The student-led nature of this workshop model also puts responsibility on all class members to be ready to contribute and defend their critiques and comments with textual evidence.

I feel uniquely placed to experience both the challenges and benefits of this method of sharing and critical analysis as my class and I work through the transition together. I intend this presentation to be:

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1) an explanation of the method, especially highlighting important differences from models used at the secondary level, 2) a narrative analysis of my personal experiences organizing and facilitating the sessions, and 3) a chance to model this method to a diverse crowd of educators in a hands-on way. I also intend to present possible adaptations to this method that could be utilized at the secondary level and solicit feedback on those ideas. My hope is to start a dialogue with other educators to facilitate an understanding of the types of tasks secondary students will face in 101 workshopping, and, in so doing, possibly find ways to better prepare students for the transitions they will face.

Presentation Description for the Conference Program *

The transition from high school to college presents students with new challenges and anxieties. One such challenge at Wichita State University is the whole-class workshopping model introduced in Composition 101: a student-driven, critically-focused peer review which requires honest reading, thinking, and speaking from every student. This session, using a mock-workshop situation, infused with personal experiences, illustrates the challenges and benefits associated with this model while encouraging a dialogue among participants about possible applications in a variety of classrooms with the ultimate goal being to ease the transition to college-level workshopping. Handouts provided, please bring a writing utensil.

What day(s) are you available to present? * October 23rd

If you anticipate any technology needs for your presentation, please describe those below.

Projector, screen, extension cord

If you would be interested in facilitating a workshop, discussion or roundtable, briefly describe the topic you'd like to facilitate.